CHILD DEVELOPMENT ANS PARENTING

Child Development and Parenting addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of child development and parenting. The focus is on research-based nurturing and parenting practices and skills, including brain development research, that support positive development of children. Topics include consideration of the roles, responsibilities and challenges of parenthood; human sexuality; adolescent pregnancy; prenatal development; preparation for birth; the birth process; meeting the physical, social, emotional, intellectual, moral, and cultural growth and developmental needs of infants and children; impacts of heredity, environment, and family and societal crisis on development of the child; meeting children's needs for food, clothing, shelter, and care giving; caring for children with special needs; parental resources, services, and agencies; and career awareness. Applications through authentic settings such as volunteer experiences, internships, and service learning are encouraged. This course is recommended for all students regardless of their career cluster or pathway to build basic parenting skills and is especially appropriate for students with interest in human services and education-related careers.

- DOE Code: 5362
- Recommended Grade Level: Grade 10 and up
- Recommended Prerequisites: None
- Credits: One-semester or two-semester course, one credit per semester (Schools offering this course for two semesters may title the course(s) "Child Development and Parenting 1" and "Child Development and Parenting 2", or they may use "Child Development" for one semester and "Parenting" for the other semester)
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Content Standards Checklist

Standard 1
Students will integrate processes of thinking, communication, leadership, and management in order to apply child development and parenting knowledge and skills.

___ CDP-1.1   Demonstrate components of critical thinking, creative thinking, and reasoning.

___ CDP-1.2   Evaluate effective communication processes in school, family, career, and community settings.

___ CDP-1.3   Demonstrate leadership that encourages participation and respect for the ideas, perspectives, and contributions of group members.

___ CDP-1.4   Apply management, decision-making, and problem solving processes to accomplish tasks and fulfill responsibilities.

___ CDP-1.5   Examine the interrelationships among thinking, communication, leadership, and management processes to address family, community, and workplace issues.

Standard 2

Students will analyze factors related to preparing for parenthood.

___ CDP-2.1 Examine biological processes related to conception, prenatal development, birth, and health of child and mother.

___ CDP-2.2 Evaluate physical, emotional, and environmental factors of prenatal development and birth in relation to the health of the parents and child.

___ CDP-2.3 Examine implications of the decision to become a parent, including alternatives to biological parenthood.

___ CDP-2.4 Assess unique rights and responsibilities of pregnant and parenting adolescents.

___ CDP-2.5 Analyze legal and ethical impacts of technology related to parenting.

Standard 3
Students will analyze roles and responsibilities for parenting across the life span.

___ CDP-3.1 Examine parenting roles, expectations, and responsibilities across the life span.

___ CDP-3.2 Evaluate consequences of parenting practices, including fatherhood, to individuals, family, and society.

___ CDP-3.3 Examine roles of independence, interdependence, and commitment in parenting.

___ CDP-3.4 Analyze societal conditions that impact parenting across the life span.

___ CDP-3.5 Examine roles of the family unit in transmitting societal expectations, moral standards, culture, and traditions.

___ CDP-3.6 Explain cultural differences in roles and responsibilities of parenting.

Standard 4
Students will analyze human growth and development across the life span.

___ CDP-4.1 Examine physical, intellectual, emotional, social, and moral aspects of human growth and development of children across a range of ages and stages.

___ CDP-4.2 Investigate impacts of heredity and environment on prenatal and early childhood human growth and development.

___ CDP-4.3 Assess effects of pre-pregnancy, prenatal, and postnatal nutrition on health and wellness.

___ CDP-4.4 Analyze influences of social, economic, and technological factors on individual growth and development.

___ CDP-4.5 Examine how gender, ethnicity, culture and life events relate to individual development.

Standard 5
Students will analyze parenting practices and nurturing strategies that maximize growth and development of children.

___ CDP-5.1 Implement nurturing practices that support human growth and development.

___ CDP-5.2 Evaluate communication strategies that promote positive self-esteem in family members.

___ CDP-5.3 Apply current and emerging research on human growth and development and parenting, including brain research, to assess parenting and nurturing practices.

___ CDP-5.4 Analyze impacts of abuse and neglect on children and families and determine methods of prevention.

___ CDP-5.5 Examine nurturing practices unique to children with handicaps or disadvantaging conditions.

Standard 6
Students will evaluate external support systems that provide services for parents and caregivers.

___ CDP-6.1 Examine roles of support systems in meeting early childhood growth and development needs, including children with handicaps or disadvantaging conditions.

___ CDP-6.2 Evaluate criteria for selecting and providing care and services, including preventative health care, for children.

___ CDP-6.3 Assess community resources, services, and opportunities that support parenting and nurturing.

___ CDP-6.4 Analyze current laws, regulations, and policies related to parenting and care giving.

___ CDP-6.5 Evaluate impacts of children's handicaps and disadvantaging conditions on parents and caregivers.

___ CDP-6.6 Explore careers in early childhood, education, and services.

Common Core Literacy for Technical Subjects Standards Checklist

Reading Standards for Literacy in Technical Subjects 9-10
The standards below begin at grade 9 and define what students should understand and be able to do by the end of grade 10. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations – the former providing broad standards, the latter providing additional specificity.

Key Ideas and Details

___ 9-10.RT.1 Cite specific textual evidence to support analysis of technical texts, attending to the precise details of explanations or descriptions.

___ 9-10.RT.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

___ 9-10.RT.3 Follow precisely a complex multistep procedure when performing technical tasks, attending to special cases or exceptions defined in the text.

Craft and Structure

___ 9-10.RT.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific context relevant to *grades 9-10 texts and topics*.

___ 9-10.RT.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force, friction, reaction force, energy*).

___ 9-10.RT.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

Integration of Knowledge and Idea

___ 9-10.RT.7 Translate technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

___ 9-10.RT.8 Assess the extent to which the reasoning and evidence in a text support the

author's claim or a recommendation for solving a technical problem.

___ 9-10.RT.9   Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Range of Reading and Level of Text Complexity

___ 9-10.RT.10   By the end of grade 10, read and comprehend science texts in the grades 9-10 text complexity band independently and proficiently

Writing Standards for Literacy in Technical Subjects 9-10

The standards below begin at grade 9 and define what students should understand and be able to do by the end of grade 10. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations – the former providing broad standards, the latter providing additional specificity.

Text Types and Purposes

___ 9-10.WT.1   Write arguments focused on *discipline-specific content*.

___ 9-10.WT.2   Write informative/explanatory texts, including technical processes.

___ 9-10.WT.3   Students must be able to write precise enough descriptions of the step-by-step procedures they use in their technical work that others can replicate them and (possibly) reach the same results.

Production and Distribution of Writing

___ 9-10.WT.4   Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

___ 9-10.WT.5   Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

___ 9-10.WT.6   Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Integration of Knowledge and Idea

___ 9-10.WT.7   Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

___ 9-10.WT.8   Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation

___ 9-10.WT.9   Draw evidence from informational texts to support analysis, reflection, and research.

Range of Reading and Level of Text Complexity

___ 9-10.WT.10   Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.